



DEPARTMENT OF HEALTH AND HUMAN SERVICES  
ADMINISTRATION FOR CHILDREN AND FAMILIES

## Semi-Annual Performance Report - Cover Sheet

- |    |                           |   |
|----|---------------------------|---|
| 1. | Award Number:             | <u>90CT0091/03</u>  |
| 2. | Budget Period             | <u>10/01/00 to 09/30/03</u> Project Period <u>10/01/00 to 09/30/03</u>                                      |
| 3. | Grantee Name and Address: | <u>Jackson State University, School of Social Work</u><br><u>1400 J. R. Lynch Street, Jackson, MS 39217</u> |
| 4. | Telephone Number:         | <u>(601) 432-6808</u>   |
| 5. | Project Title:            | <u>Child Welfare Training Program/Priority Area C. 4</u>  |
| 6. | Period Covered by Report: | <u>10/01/00 thru 09/30/03</u><br>(check one)*   |

## First Semi-Annual Report

## Second Semi-Annual Report

## Final Report

x

\*note for 17-month projects, two semi-annual reports and one 5 month report are required before the final report is submitted. Check here if this is the 5-month report ☐

- |   |   |
|---|---|
| 7. Name and Phone Number of Project Director or Principal Investigator: | Gwendolyn S. Prater, Project Director, (601) 432-6808 |
| 8. Author's Name and Telephone Number:                                  | N/A   |
| 9. Date of Report:  | 12/31/03  |
| 10. Report Number: (Number sequentially beginning with 1)               | 7   |
| 11. Name of Federal Project Officer:                                    | Marva Benjamin  |
| 12. Comments, (if any):   |   |

**Child Welfare Training Program/Priority Area C. 4**  
**U.S. DHHS - Administration for Children and Families**  
**Grant Award # 90CT0091/03**  
**October 1, 2000 - September 30, 2003**  
**Jackson State University**  
**School of Social Work**  
**Program Final Report**

**1. Major activities and accomplishments during the program period.**

During the three-year period of the child welfare trainee grant, advertising of the project, interviewing prospective students, training selected students, appointing of the Mississippi Department of Human Services — Division of Children and Family Services collaborating partner, working consistently with the MDHS-DFCS partner, developing and executing the student contractual agreement, and beginning employment of students at MDHS-DFCS has occurred. There were 26 student participants in the training project, all bachelor of social work students. They are listed below.

Billie Amos  
Annie Atkinson  
Spencer Blalock  
Annie Brooks  
Portia Calhoun  
Janet Carter  
Shunkundala Clark  
Willie E. Coleman  
Doris Ann Cotton  
Quiana Crosby  
Justarrea Davenport  
Laura Ellzey  
Renetha Faust  
Venus Gray  
Patricia A. Greer  
Rhemalyn Lewis  
Marion Lofton  
Daffney McDaniel  
Bernice G. McKenny  
Lakeshia Miller  
Cassandra Montgomery  
Rogenia Parker  
Derrick V. Robinson  
Tony Russum  
Patricia Spain  
Patricia Williams

**Grant Award #90CT0091/03**  
**Jackson State University**  
**School of Social Work**

All students participating in the child welfare training grant participated between two and four semesters except two students, Patricia Spain and Bernice McKenney, who participated for one semester (Chart I: Student Participants in the Child Welfare Training Project, Semesters Enrolled, and Graduation Date/Projected Graduation Date) . Student participants are also listed by semester of the entire project period, indicating that each semester at least 10 students were engaged in the project and that for the fifth and sixth semesters the enrollment increased to 15 students per semester.

**2000 - 2001**

**Spring Semester 2001 (10 students)**

Annie Atkinson  
Annie Brooks  
Portia Calhoun  
Shukundala Clark  
Laura Ellzey  
Renetha Faust  
Venus Gray  
Rhemalyn Lewis  
La'Keshia Miller  
Cassandra Montgomery

**2001-2002**

**Spring Semester 2002 (10 students)**

Annie Atkinson  
Annie Brooks  
Shukundala Clark  
Laura Ellzey  
Renetha Faust  
Venus Gray  
Rhemalyn Lewis  
La'Keshia Miller  
Cassandra Montgomery  
Tony Russum (Replaced Portia Calhoun)

**2001-2002**

**Fall Semester 2001 (10 students)**

Annie Atkinson  
Annie Brooks  
Portia Calhoun  
Shukundala Clark  
Laura Ellzey  
Renetha Faust  
Venus Gray  
Rhemalyn Lewis  
La'Keshia Miller  
Cassandra Montgomery

**2002-2003**

**Fall Semester 2002 (15 students)**

Annie Atkinson  
Spencer Blalock (Replaced a graduate)  
Annie Brooks  
Janett Carter\*  
Doris Cotton\*  
Qiana Crosby (Replaced a graduate)  
Justarrea Davenport\*  
Renetha Faust  
Venus Gray  
Patricia Greer\*  
Rhemalyn Lewis  
Cassandra Montgomery  
Derrick Robinson\*  
Tony Russum  
Patricia Spain (Replaced a graduate)

**Grant Award #90CT0091/03  
Jackson State University  
School of Social Work**

**2002-2003**

**Spring Semester 2003 (15 students)**

Spencer Blalock  
Janett Carter  
Doris Cotton  
Qiana Crosby  
Justarrea Davenport  
Patricia Greer  
Derrick Robinson  
Tony Russum  
Billie Amos  
Daffney McDaniel  
Rogenia Parker  
Patricia Williams  
Bernice McKenny  
Willie Coleman  
Marian Lofton

**2002-2003**

**Fall Semester 2003 (10 students)**

Billie Amos  
Spencer Blalock  
Willie Coleman  
Justarrea Davenport  
Patricia Greer  
Marian Lofton  
Daffney McDaniel  
Rogenia Parker  
Derrick Robinson  
Patricia Williams

Moreover, all students took or will take the required child welfare and professional development courses before exiting the program, and the majority of students, in accordance with their contracts, are required to take the state social work licensure examination prior to graduation. Bachelor of social work graduates are required to pass the state licensure examination prior to practicing in the State of Mississippi.

Fourteen students are projected to graduate in Fall 2003 or Spring 2004. Two students who have graduated, received permission to postpone their commitments to MDHS while in graduate programs in social work; however, one of these students is currently working for MDHS, while in school. Of the ten students remaining, two are projected to graduate either Summer 2004 or Spring 2005. Thus, there are only nine students who are available for employment with MDHS at the conclusion of the grant period. Five (56%) of students who have graduated are currently employed with MDHS:

<u>Student</u>	<u>MDHS Start Date</u>
Spencer Blalock	March 1, 2003
Portia Calhoun	August 25, 2003
Venus Gray	August 4, 2003
Rhemalyn Lewis	February 6, 2003
Patricia Spain	March 1, 2003

Mrs. Wanda Gillom, MDHS Liason and Deputy Director for Family and Children's Services, and the project director of the Child Welfare Training Grant are still in touch with the child welfare trainees who have graduated and are projected to soon graduate, reminding them of their commitment, encouraging them to take the licensure examination (repeat, if necessary), and

encouraging MDHS to open state pins to hire qualified students who have passed the examination and completed all degree requirements, without undue delay. In some instances, graduates of the program become frustrated with the time delay prior to hiring and need income immediately upon completing school. The fact that the School and MDHS are both working jointly with the students to facilitate employment for graduates, emphasizing student responsibility and MDHS and University cooperation, the numbers of graduates employed will continue to rise.

**2. Problems**

None.

**3. Significant Findings and Events and 4. Dissemination Activities**

The curriculum and refinement of the curriculum continued throughout the duration of the project. The updated and revised curriculum inclusive of the required courses for the child welfare trainees — Social Work: 330 Child Welfare Services; Social Work: 436 Child Abuse and Neglect: Protective Services; SW: 390 The Black Experience; and additionally, students were required to take the professional development course to help prepare them for the social work licensure examination. Updated course syllabi are attached in Appendix I. Courses have been shared with other social work education programs, and at conferences and currently there is discussion among the schools in the state to consider common course content in child welfare, determined in collaboration with MDHS-DFCS. Furthermore, during each of the six-month reporting periods, documentation of the non-credit course Seminar: Public Child Welfare Practice Today, monthly meetings were submitted. During the meetings over the three-year period topics covered included:

- Interdisciplinary Collaboration for Child Safety
- Permanency for Children: Every Child's Wish and Need
- Avoiding Worker Burnout and Stress Management
- Organizational Context of Social Delivery
- Worker Safety Issues in Agency Practice
- Liability and Malpractice in Child Welfare Practice
- Ethics and Values in Child Welfare Practice: Agency and Professional Ethics and Values
- Culturally Competent Child Welfare Practice

In relation to evaluation and dissemination, all participants successfully completed the courses in the curriculum who have graduated. All participants who are still in school are completing the curriculum, including the special required courses. Students are moving as expeditiously as possible into positions in child welfare, with public child welfare given priority. Students are continuously being tracked, and will be tracked for two years post project completion. All students who have participated in the project have been placed for their field placement with the Mississippi Department of Human Services — Department of Family and Children's Services. This provides them with the opportunity to bridge their didactic and experiential education and prepare them for employment in public child welfare.

**Jackson State University**  
**School of Social Work**  
**Chart I: Student Participants in the Child Welfare Training Project**  
**2000 - 2003**

<b><u>Student Name</u></b>	<b><u>Semester(s) Enrolled</u></b>	<b><u>Graduation Date/ Projected Graduation Date</u></b>
Amos, Billie	Spring 03, Fall 03	May 2004
Atkinson, Annie	Spring 01, Fall 01, Spring 02, Fall 02	December 2003
Blalock, Spencer	Fall 02, Spring 03, Fall 03	December 2003
Brooks, Annie	Spring 01, Fall 01, Spring 02, Fall 02	May 2003
Calhoun, Portia	Spring 01, Fall 01	Course work completed December 2001 (May 2002)
Carter, Janett	Fall 02, Spring 03	Currently Enrolled (May 04 Graduate)
Clark, Shukundala	Spring 01, Fall 01, Spring 02	May 2002
Coleman, Willie E.	Spring 03, Fall 03	Currently Enrolled (May 04 Graduate)
Cotton, Doris Ann	Fall 02, Spring 03	Course work completed Summer 2003
Crosby, Qiana	Fall 02, Spring 03	Course work completed December 2003
Davenport, Justarrea	Fall 02, Spring 03, Fall 03	Currently Enrolled (December 2004 Expected Graduation Date)
Ellzey, Laura	Spring 01, Fall 01, Spring 02	May 2002

Jackson State University, School of Social Work  
Chart I: Student Participants in the Child Welfare Training Project (Continued)  
2000-2003

<b><u>Student Name</u></b>	<b><u>Semester(s) Enrolled</u></b>	<b><u>Graduation Date/ Projected Graduation Date</u></b>
Faust, Renetha	Spring 01, Fall 01, Spring 02, Fall 02	May 2003
Gray, Venus	Spring 01, Fall 01, Spring 02, Fall 02	May 2003
Greer, Patricia A.	Fall 02, Spring 03, Fall 03	Currently Enrolled (May 04 Graduate)
Lewis, Rhemalyn	Spring 01, Fall 01, Spring 02, Fall 02	May 2003
Lofton, Marian	Spring 03, Fall 03	Currently Enrolled (May 04 Graduate)
McDaniel, Daffney	Spring 03, Fall 03	Currently Enrolled (May 05 Expected Graduate Date)
McKenney, Bernice G.	Spring 03	Currently Enrolled (December 04 Expected Graduation Date)
Miller, LaKeshia	Spring 01, Fall 01, Spring 02	May 2002
Montgomery, Cassandra	Spring 01, Fall 01, Spring 02, Fall 02	May 2003
Parker, Rogenia	Spring 03, Fall 03	Currently Enrolled (December 04 Expected Graduation Date)
Robinson, Derrick V.	Fall 02, Spring 03, Fall 03	Currently Enrolled (May 04 Graduate)
Russum, Tony	Spring 02, Fall 02, Spring 03	Course work completed Summer 2003
Spain, Patricia	Fall 02	Summer 2003
Williams, Patricia	Spring 03, Fall 03	Currently Enrolled (May 04 Graduate)

**Grant Award #90CT0091/03**  
**Jackson State University**  
**School of Social Work**

In the School's advertisements across the country, the availability of financial support through the Child Welfare Training Grant is noted. This information is highlighted at the Annual Program Meeting of the Council on Social Work Education, as well as sharing of syllabi at this conference, which is scheduled for the end of February 2004. Additionally, locally and statewide, including on the University's campus, the information is shared through our displays and printed material at workshops, symposia, and conferences.

The grantees meetings with the MDHS-DFCS representative provided an excellent opportunity to meet with other grantees, exchange ideas, and discuss with staff of the Children's Bureau and other partners state-of-the-art best and promising practices in the field of child welfare practice and in social work education.

**5. Other Activities**

Child welfare participants had the opportunity over the three years of the grant to attend the Annual Program Meeting of the Council on Social Work Education, the Child Welfare League's National Conference, and state conferences focused on Mississippi's children including one that was hosted by Jackson State University, School of Social Work, in collaboration with MDHS-DFCS.

**6. Activities Planned for Next Reporting Period**

Not applicable. This is the final report. Figure 1.2, 1.3, and 1.4 Task Charts are attached to this report.

December 31, 2003



# APPENDIX I

## Course Syllabi

SW 330: Child Welfare Services

SW 390: The Black Experience

SW 436: Child Abuse and Neglect; Protective Services

SW 465: Professional Development

**Figure 1.2**  
**School of Social Work**  
**Child Welfare Training Grant**  
**Task Chart**

	2000			2001								
<b>Task</b>	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Select student participants												
Review curriculum and refine (ongoing)												
Schedule child welfare seminar topics and guest speakers												
Schedule child welfare project classes												
Implement child welfare services												
Implement curriculum												
Evaluate project (ongoing)												
Beginning dissemination of project materials												

**Figure 1.3**  
**School of Social Work**  
**Child Welfare Training Grant**  
**Task Chart**  
**2001-2002**

Task	2001			2002								
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Select student participants												
Review curriculum and refine (ongoing)												
Schedule child welfare seminar topics and guest speakers												
Schedule child welfare project classes												
Implement child welfare services												
Implement curriculum												
Evaluate project (ongoing)												
Dissemination of project materials												

**Figure 1.4**  
**School of Social Work**  
**Child Welfare Training Grant**  
**Task Chart**  
**2002-2003**

Task	2002			2003								
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Select student participants												
Review curriculum and refine (ongoing)												
Schedule child welfare seminar topics and guest speakers												
Schedule child welfare project classes												
Implement child welfare services												
Implement curriculum												
Evaluate project (ongoing)												
Dissemination of project materials												

B.S.W. Program  
School of Social Work  
Jackson State University

SW 330: Child Welfare Services

Prerequisites: None

Semester: Fall 2002

## **COURSE SYLLABUS**

### Course Description

The focus of this course is on social welfare programs and services, legislation and policies in child welfare as they relate to children with special needs and their families.

### Course Rationale

This course is offered as an elective to acquaint students with a number of programs and policies designed to provide child welfare services. Child welfare services is designed to give the student a broad knowledge base of a variety of services for children and families in order to become aware of the role and responsibilities of the child welfare worker in the human services area.

### Course Objectives

After completion of this course, the student is expected to be able to:

1. explain how the family, environment, and training during childhood can influence the well being of our nation's children; and
2. analyze the provisions made by society for the welfare of all children.

### Methods of Instruction

This course will be presented using a combination of lectures, discussions, guest speaker presentations, and audiovisual aids.

### Course Requirements

#### A. Criteria for Determining Final Grade

Tests/quizzes announced or unannounced  
(4 at 10% each)

40% of final grade

Final examination (comprehensive)	20% of final grade
Report on child welfare agency	15% of final grade
Research report on child welfare issue	15% of final grade
Class exercise and participation	10% of final grade

Grade assignment will be based on the following:

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 50% = F

## B. Academic Honesty

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing - presenting another person's work as one's own, having another person write one's paper, making-up research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of social work values and ethics and University Policy which will entail appropriate penalties.

## C. Policy Regarding Course Incompletes

INCOMPLETE is the designation used to indicate failure to complete assignments, or other course work including final or other examinations, by the end of the term in which the student is enrolled. The grade of "I" (Incomplete) is recorded when the student has not completed the course for some unavoidable reason that is acceptable by the instructor. An incomplete grade (I) is to be considered only when the majority of the course requirements and assignments have been successfully completed and there is a documented crisis situation of illness, accident, or other occurrence which prevents a student from completing the remaining requirements before the school term ends. The student must make up the deficiency within the first three weeks of the next term in which he/she is enrolled. The deficiency must be removed and the grade changed by the instructor within the first six weeks of the next school term in which he/she is enrolled. When the student is not enrolled at JSU, the deficiency must be corrected within one calendar year from the date the grade of "I" was given.

The instructor is required to indicate on the grade sheet the grade the student should receive if the incomplete is not removed within the prescribed time period. If the student fails to complete the course requirements satisfactorily within the specified time, the alternate grade will be recorded as the grade of record.

## D. Class Attendance Policy

Students at Jackson State University must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of all students

in all scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that, **EVEN WITH AN OFFICIAL EXCUSE OF ABSENCE, THEY (STUDENTS) ARE RESPONSIBLE FOR THE WORK REQUIRED DURING THEIR ABSENCE.**

Students may be officially excused from class for attendance at University approved functions, provided the sponsor properly executes a Student Affairs Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their School or the Vice President for Academic Affairs for certain campus activities. Students must submit written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face serious consequences. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next unexcused absence to the Dean of University College for freshmen and sophomores and to the school dean and department chair for juniors and seniors. The dean/chair or designee will counsel with the student and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counsel or with the assignments, the instructor may impose a grade penalty on the student. Unexcused absences that exceed the equivalency of six 50-minute sessions may lead to an "F" for the course. Students who do not maintain the minimum grade point average required for retention over two semesters are suspended from the University.

At the discretion of the school dean and with approval of the Office of Academic Affairs, there may be additional class attendance policies stipulated in school handbooks and other official school documents.

### Special Learning Needs

Any student who desires accommodations for special learning needs should discuss this with the course instructor by the second week of class.

### Learning Resources

#### Required Textbook

Cohen, N. A. (Ed.). (2000). Child Welfare: A Multicultural Focus (2nd ed.). Boston: Allyn and Bacon, Inc.

Additional reading assignments will be required.

## Unit I. Child Welfare: A Generalist Perspective

- A. Background
- B. Values
- C. Generalist practice

### Learning Objectives

Upon completion of this unit, the student is expected to be able to:

1. describe the overall purpose and content of this course;
2. describe child welfare from a generalist perspective;
3. discuss social issues that impact the quality of life for children, youth, and families; and
4. identify and discuss the values that have shaped the development of child welfare services.

### Required Reading

Cohen, N. A. (2000). Child welfare: A generalist perspective. In Cohen, N. A. (Ed.). Child Welfare: A Multicultural Focus (2nd ed., pp. 1-13). Boston: Allyn and Bacon, Inc.

## Unit II. Child Welfare History in the United States

- A. The child-saving movement: 1600-1700s
- B. The child-rescue movement: 1800-1850
- C. Inception of youth-serving agencies: 1860-1900
- D. National awareness of children's needs: 1900-1930s
- E. The Great Depression: 1930-1940
- F. The growth of public child welfare services: 1940-1967
- G. The social service decade: 1960s
- H. Children's rights: 1960s to the present

### Learning Objectives

Upon completion of this unit, the student is expected to be able to:

1. describe the development of child welfare services in the United States;
2. identify and describe organizations concerned with child welfare services;



3. identify and describe major legislation affecting child welfare services; and
4. identify and describe major court decisions affecting child welfare services.

### Required Reading

Cohen, N. A. (2000). Child welfare history in the United States. In Cohen, N. A. (Ed.). Child Welfare: A Multicultural Focus (2nd ed., pp. 15-40). Boston: Allyn and Bacon, Inc.

### Unit III. The Continuum of Child Welfare Services

- A. Why are child welfare services necessary?
- B. Continuum of care
- C. Supportive services
- D. Supplemental services
- E. Substitute services

### Learning Objectives

Upon completion of this unit, the student is expected to be able to:

1. identify and discuss the reasons why child welfare services are necessary;
2. discuss the current practice philosophy of child welfare services;
3. categorize child welfare agencies by auspices and sources of funding;
4. describe the concept of levels of intervention in the delivery of child welfare services;
5. identify and describe the variety of social services that support family and child welfare;
6. identify and describe the variety of social services that supplement family and child welfare;
7. identify and describe the variety of substitute child welfare services;
8. discuss the reasons for placing children in foster care and identify problems associated with foster care;
9. describe the process of becoming a foster parent;

10. discuss the advantages and disadvantages associated with kinship care;
11. discuss group home placement and the factors to be considered in placing a child in group residential care;
12. discuss the values associated with placing a child for adoption;
13. discuss the circumstances that lead to children becoming available for adoption;
14. describe the children available for adoption in the United States;
15. identify and describe the steps involved in the adoption process;
16. discuss the factors associated with the outcomes of adoption;
17. discuss the issues of transracial adoptions, open adoptions, and adoptions of children with special needs.

#### Required Reading

Cohen, N. A. (2000). The continuum of child welfare services. In Cohen, N. A. (Ed.). Child Welfare: A Multicultural Focus (2nd ed., pp. 41-86). Boston: Allyn and Bacon, Inc.

#### Unit IV. Child Welfare and African-American Families

- A. Current child welfare issues
- B. Child welfare practice
- C. Child welfare intervention
- D. Current trends and concerns for the future

#### Learning Objectives

Upon completion of this unit, the student is expected to be able to:

1. discuss the socioeconomic status of African Americans;
2. discuss supportive services, supplemental services and substitute services in relation to the welfare of African American children;
3. discuss cultural diversity in relation to African American families;
4. discuss child welfare interventions with African American children and

families; and

5. discuss issues to be considered in providing child welfare services to African Americans.

#### Required Reading

Prater, G. (2000). Child welfare and African-American Families. In Cohen, N. A. (Ed.). Child Welfare: A Multicultural Focus (2nd ed., pp. 87-115). Boston: Allyn and Bacon, Inc.

#### Unit V. Child Welfare and the American Indian Community

- A Contextual issues
- B. Demographic issues and health statistics
- C. Cultural considerations
- D. Children's issues

#### Learning Objectives

Upon completion of this unit, the student is expected to be able to:

1. describe the American Indian experience as the context for child welfare services;
2. identify demographic issues and health statistics that impact American Indians;
3. discuss cultural diversity in relation to American Indians;
4. identify and discuss issues that impact the delivery of child welfare services to American Indian children; and
5. describe and discuss the Indian Child Welfare Act.

#### Required Reading

Ledesma, R. and Starr, P. (2000). Child welfare and the American Indian community. In Cohen, N. A. (Ed.). Child Welfare: A Multicultural Focus (2nd ed., pp. 117-143). Boston: Allyn and Bacon, Inc.

## Unit VI. Child Welfare: Asian and Pacific Islander Families

- A. Diversity among Asian Pacific Islanders
- B. Demographic profile
- C. Cultural variables
- D. Child welfare issues
- E. Practice implications

### Learning Objectives

Upon completion of this unit, the student is expected to be able to:

1. discuss differences between Asian-American and Anglo-American views of children and families;
2. discuss diversity among Asian/Pacific Islanders;
3. describe a demographic profile of Asian/Pacific Islanders;
4. discuss cultural variables affecting Asian/Pacific Islander families and their children;
5. discuss child welfare issues affecting Asian/Pacific Islanders; and
6. discuss child welfare practice with Asian/Pacific Islanders.

### Required Reading

Mass, A. I. and Geago-Rosenthal, J. (2000). Child welfare: Asian and Pacific Islander families. In Cohen, N. A. (Ed.). Child Welfare: A Multicultural Focus (2nd ed., pp. 145-164). Boston: Allyn and Bacon, Inc.

## Unit VII. Generalist Child Welfare and Hispanic Families

- A. Socio-demographic synopsis of Hispanics in the United States
- B. Who are the Hispanics?
- C. Employment and education
- D. Poverty and income
- E. Hispanic socio-cultural diversity
- F. Biculturalism
- G. Hispanic children, families and psychosocial stress
- H. Ethnic-sensitive child welfare practice
- I. Maltreatment and Hispanic children

### Learning Objectives

Upon completion of this unit, the student is expected to be able to:

1. provide a socio-demographic profile of Hispanics in the United States;
2. describe Hispanics in the United States;
3. discuss the issues of employment, education, poverty and income among Hispanics in the United States;
4. discuss cultural socio-cultural diversity in relation to Hispanics in the United States;
5. discuss biculturalism in relation to Hispanics in the United States;
6. describe psycho-social stresses impacting Hispanic children and their families;
7. discuss ethnic-sensitive child welfare practice with Hispanics; and
8. describe child welfare issues impacting Hispanic children and their families.

### Required Reading

Delgado, R. (2000). Generalist child welfare and Hispanic families. In Cohen, N. A. (Ed.). Child Welfare: A Multicultural Focus (2nd ed., pp. 145-164). Boston: Allyn and Bacon, Inc.

### Unit VIII. Child Abuse and Neglect

- A. Historical background
- B. Defining child maltreatment
- C. Abused children
- D. Scope of child abuse and neglect
- E. Social service intervention
- F. Treatment
- G. Problems
- H. Trends

### Learning Objectives

Upon completion of this unit, the student is expected to be able to:

1. discuss the history of child abuse and neglect;
2. define the terms physical abuse, physical neglect, sexual abuse, and emotional abuse;
3. identify the physical and behavioral indicators of physical abuse, physical neglect, sexual abuse, and emotional abuse;
4. discuss the characteristics of abusive parents and the basic tasks parents need to master to make parenting manageable;
5. describe the extent of child abuse and neglect in the United States currently;
6. describe social service intervention that addresses child abuse and neglect;
7. describe interventions used with abusive and neglectful families; and
8. identify and discuss issues and current trends associated with child abuse and neglect.

#### Required Reading

Tower, C. C. (2000). Child abuse and neglect. In Cohen, N. A. (Ed.). Child Welfare: A Multicultural Focus (2nd ed., pp. 193-226). Boston: Allyn and Bacon, Inc.

#### Unit IX. The Practice of Child Welfare in the Rural Setting

- A. America: A rural or urban nation
- B. Child welfare issues in the rural environment
- C. Rural child welfare practice implications
- D. Community resources
- E. Cultural heritage
- F. Interviewing
- G. Small group work
- H. Services to juveniles
- I. New technologies in rural practice

#### Learning Objectives

Upon completion of this unit, the student is expected to be able to:

1. describe the nature of living in a rural environment;
2. identify and discuss child welfare issues in a rural environment;

3. describe the nature of child welfare practice in rural environments;
4. describe the nature of generalist child welfare practice with community resources in rural environments;
5. discuss the skills needed to work effectively with children and families from another culture;
6. identify and describe interviewing skills used by child welfare workers;
7. discuss the nature of group work in rural communities;
8. describe the nature of social work practice with juveniles in rural communities; and
9. discuss the use of therapeutic foster care and intensive family support services in the rural environment.

#### Required Reading

Baker, C. L. (2000). The practice of child welfare in the rural setting. In Cohen, N. A. (Ed.). Child Welfare: A Multicultural Focus (2nd ed., pp. 227-255). Boston: Allyn and Bacon, Inc.

#### Unit X. The Year 2000 and Beyond: Summary and Future Directions

- A. Emerging trends
- B. Generalist practice
- C. Cultural awareness
- D. The practice of child welfare in the rural setting
- E. Child maltreatment

#### Learning Objectives

Upon completion of this unit, the student is expected to be able to:

1. identify emerging trends in child welfare services;
2. describe generalist child welfare practice;
3. discuss the issue of cultural awareness in the delivery of child welfare services; and
4. discuss prevention and intervention with regard to child maltreatment.

### Required Reading

Cohen, N. A. (2000). The year 2000 and beyond: Summary and future directions. In Cohen, N. A. (Ed.). Child Welfare: A Multicultural Focus (2nd ed., pp. 257-267). Boston: Allyn and Bacon, Inc.

### **Report on Child Welfare Agency**

Provide the following information on one child welfare agency.

1. The name, address and phone number of the agency
2. The eligibility requirements of the agency
3. The characteristics of the clients served by the agency
4. The services provided by the agency for children and for their families
5. A discussion of the ways in which the agency services are expected to improve the well-being of children and their families
6. The role of the child welfare workers employed by the agency

### **Research Report on Child Welfare Issue**

Select an issue relevant to child welfare services. Find two articles from professional social work journals that address this issue. For each article, provide a one-page summary in your own words of the information obtained from that article pertaining to the child welfare issue. Write a one to two page paper in APA format expressing your understanding of the issue. The report submitted should include:

1. A title page
2. The two one-page article summaries
3. The one to two page paper addressing the issue
4. A list of references
5. A copy of each of the articles used in developing your paper



B.S.W. Program  
School of Social Work  
Jackson State University

SW 390: The Black Experience  
Prerequisites: None

Semester: Spring 2004

## **COURSE SYLLABUS**

Instructor:  
Office Location:  
Office Hours:  
E-mail:  
Telephone:

### Course Description

This course covers the historical development and contributions that have provided the foundation to the Black experience in social work. It discusses the unique manner in which African Americans practice "Black experience-based social work." Based on the spiritual and blues traditions, the course offers social work techniques for working with African American individuals, families, groups, and communities. The roles of African American people in social work are explored. Emphasized are such factors as education, housing, family, employment, and the impact of racism.

### Rationale

Understanding and relating to diverse populations is essential for professional social workers. As part of that effort, this course addresses the historical role of African American social workers, the experience of African Americans in this country, and the ways in which social work practice can be more effective for African Americans.

### Course Objectives

At the end of this course, students will be able to:

1. describe and discuss issues affecting the lives of African American people, historically and currently;
2. identify the earliest African American social workers and describe their contributions to social work and social welfare;

3. discuss the ways in which race, gender, and class influence the lives of African Americans; and
4. identify and discuss techniques for effective social work practice with African American individuals, families, groups, and communities.

### Methods of Instruction

The seminar format will be used for the course. The professor and students will discuss issues and related readings on a daily basis. Students are expected to be prepared each class meeting to discuss the assigned readings. Guest lecturers will also be invited to talk with the class on topics relevant to the scheduled discussion.

### Course Requirements

#### A. Criteria for Grading

Quizzes (3)	30% of final grade
Assignments (4)	60% of final grade
Class Participation	<u>10%</u> of final grade
	100%

#### Grading scale:

90-100	A
80-89	B
70-79	C
60-69	D
below 60	F

#### B. Method of Course Evaluation: SIRS

#### C. Academic Honesty

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing—presenting another person's work as one's own, having another person write one's paper, making up research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of social work values and ethics and University Policy which will entail appropriate penalties.

#### D. Policy Regarding Course Incompletes

INCOMPLETE is the designation used to indicate failure to complete assignments, or other course work including final or other examinations, by the end of the term in which the student is enrolled. The grade of "I" (Incomplete) is recorded when the student has not completed the course for some unavoidable reason that is acceptable by the instructor. An incomplete grade (I) is to be considered only when the majority of the course

requirements and assignments have been successfully completed and there is a documented crisis situation of illness, accident, or other occurrence which prevents a student from completing the remaining requirements before the school term ends. The students must make up the deficiency within the first three weeks of the next term in which he/she is enrolled. The deficiency must be removed and the grade changed by the instructor within the first six weeks of the next school term in which the student is enrolled. When the student is not enrolled at JSU, the deficiency must be corrected within one calendar year from the date the grade of "I" was given.

The instructor is required to indicate on the grade sheet the grade the student should receive if the incomplete is not removed within the prescribed time period. If the student fails to complete the course requirements satisfactorily within the specified time, the alternate grade will be recorded as the grade of record.

#### E. Class Attendance Policy

Students at Jackson State University must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of all students in all scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that **EVEN WITH AN OFFICIAL EXCUSE OF ABSENCE, THEY (STUDENTS) ARE RESPONSIBLE FOR THE WORK REQUIRED DURING THEIR ABSENCE.**

Students may be officially excused from class for attendance at University approved functions, provided the sponsor properly executes a Student Affairs Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their School or the Vice President for Academic Affairs for certain campus activities. Students must submit written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face serious consequences. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next unexcused absence to the Dean of University College for freshmen and sophomores and to the school dean and department chair for juniors and seniors. The dean/chair or designee will counsel with the student and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counsel or with the assignments, the instructor may impose a grade penalty on the student. Unexcused absences that exceed the equivalency of six 50-minute sessions may lead to an "F" for the course. Students who do not maintain the minimum grade point average required for retention over two semesters are suspended from the University.

At the discretion of the school dean and with approval of the Office of Academic Affairs,

there may be additional class attendance policies stipulated in school handbooks and other official school documents.

### Special Learning Needs

Any student who desires accommodations for special learning needs should discuss this with the course instructor by the second week of class.

### Americans with Disability Act (ADA) Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans With Disability Act (ADA) Coordinator and Compliance Officer, P. O. Box 17999, Jackson, MS 39217, 601-979-2485 as early as possible in the term.

### Diversity Statement

Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

### Learning Resources

#### Required Purchases

Martin, E. P. & Martin, J. M. (2003). Spirituality and the Black helping tradition in social work. Washington, DC: National Association of Social Workers Press.

Martin, E. P. & Martin, J. M. (1995). Social work and the Black experience. Washington, DC: National Association of Social Workers Press.

Unit I. Introduction to Course

Unit II. Moanin'

- A. A Historical and Theoretical Overview
- B. Black Social Work Pioneers and the Power of Social Work
- C. Moaning' and the Identification of the Problem
- D. Social Work and Moanin'

### Reading Assignments

Carlton-LaNey, I. (1999). African American social work pioneers' response to need.

Social Work, 44, 311-321.

Martin, E. P. & Martin, J. M. (1995). Social work and the Black experience (pp. 1-90). Washington, DC: National Association of Social Workers Press.

Martin, E. P. & Martin, J. M. (2003). Spirituality and the Black helping tradition in social work (pp. 1-192). Washington, DC: National Association of Social Workers Press.

Leashore, B. R. (1995). African Americans overview. In Encyclopedia of social work (19th ed., Vol. 1, pp. 101-115). Washington, DC: National Association of Social Workers Press.

White, B.W. & Hampton, D. M. (1995). African American pioneers in social work. In Encyclopedia of social work (19th ed., Vol. 1, pp. 115-121). Washington, DC: National Association of Social Workers Press.

Weil, M. O. & Gamble, D. N. (1995). Community practice models. In Encyclopedia of social work (19th ed., Vol. 1, pp. 577 - 579). Washington, DC: National Association of Social Workers Press.

Hernandez, S.H. (1995). Mutual aid societies. In Encyclopedia of social work (19th ed., Vol. 2, pp. 1741-1745). Washington, DC: National Association of Social Workers Press.

Unit III. Mourning

- A. The Social Context of Mourning
- B. Black Clients, Social Work, and the Inability to Mourn
- C. Mourning and the Matter of Color
- D. Mourning and the Matter of Gender and Class

Reading Assignments

Martin, E. P. & Martin, J. M. (1995). Social work and the Black experience (pp. 91-194). Washington, DC: National Association of Social Workers Press.

Cummings, S. M., Neff, J. A., & Husaini, B. A. (2003). Functional impairment as a predictor of depressive symptomatology: The role of race, religiosity, and social support. Health & Social Work, 28, 23-32.

Mohai, P. (2003). African American concern for the environment. Environment, 45, 11-26.

Plowden, K. O. & Thompson, L. S. (2002). Sociological perspectives of Black American health disparity: Implications for social policy. Policy, Politics & Nursing Practice,

3, 325-332.

Unit IV. Mornin'

- A. The Foundation of Black Experience-Based Social Work: Perspectives
- B. The Foundation of Black Experience-Based Social Work: Pedagogy
- C. The Foundation of Black Experience-Based Social Work: A Practice Model

Reading Assignments

Martin, E. P. & Martin, J. M. (1995). Social work and the Black experience (pp. 195-277). Washington, DC: National Association of Social Workers Press.

Martin, E. P. & Martin, J. M. (2003). Spirituality and the Black helping tradition in social work (pp. 193-260). Washington, DC: National Association of Social Workers Press.

Allen-Meares P. & Burman, S. (1999). Cross-cultural therapeutic relationships: Entering the world of African Americans. Journal of Social Work Practice, 13, 49-57.

Newlin, K., Knafl, K., Melkus, G. D. (2002). African-American spirituality: A concept analysis. Advances in Nursing Science, 25, 57-70/

**Assignments**

Assignment I: Journal Article Review (15% of final grade)

Select **TWO (2)** articles from one of the professional social work or related discipline journals (e.g., Social Work: Families in Society; Social Service Review; Annals of the American Academy of Political and Social Sciences; Journal of Negro Education; Journal of Negro History; Phylon). The articles should be at least four pages in length. They should relate to social welfare and African Americans in a historical perspective. Provide the following information about the journal articles that you have located.

1. The complete bibliographic reference to the articles, written correctly in APA style. These references should include the authors, the date of the article, the name of the article, the name of the journals in which the articles were located, the volume number, and page numbers of each article.

**Sample Reference**

Carlton-LaNey, I. (1999). African American social work pioneers' response to need. Social Work, 44, 311-321.

2. Clearly identify the specific focus of each article.
3. Summarize the content of each article in your own words.
4. Analyze each article. Your analysis should contain:
  - a. your opinion of how well you felt the topic was covered,
  - b. your evaluation of the readability of the article, and
  - c. your reasons for choosing to recommend or not recommend the article to someone else.
5. Explain what you learned about Blacks and social welfare.
6. Provide a copy of the first page and the reference pages of each article.

Assignment II: Interview Schedule (15% of final grade)

Please use this as a guide as you interview a professional African American social worker. You may add other questions **BUT** you **MUST** ask the following questions:

1. Professional Social Work Education --- BSW degree; MSW degree; DSW/Ph.D. degree
2. Professional Social Work/Social Welfare Work Experience
3. Were your friends and family receptive to your decision to become a social worker?
4. Did you have a mentor /role model that supported you in your professional career? Can you tell me about this person and how they become your mentor/role model? Do you have anything else to share about that person?
5. Talk about challenging experiences in your professional career as an African American social worker. Give one example and tell how you were able to meet the challenge with success.
6. Have you experienced burn out in your career as a social worker? How did you handle it?
7. Are there any other things you would like to share about being a black social worker?

### Assignment III: Individual Family History (15% of final grade)

***“Sankofa: A practice of historical recovery; to reach back and bring forward.”\****

Please answer the following questions about your family:

1. DRAW a “family tree” of one side of your family (mother’s side or father’s side) going back as far as you can (parents, grandparents, great grandparents, etc.).
2. Identify [on the “tree”] the time periods each set of family lived (e.g., early 1900’s; 1920’s; 1930’s, etc., ), who they married, the children, where you are in the family, who has since died and any other thing you think will be useful.

**In the accompanying narrative address the next two areas.**

3. Focus on the oldest known family unit, the one which you have the most information
  - A. identify an issue related to **EACH** of the following: (1) loss and separation, 2) troubled intimate relations, and (3) racial oppression (see pages 201-206 in the textbook);
  - B. Discuss how your family managed to cope with **EACH** of the issues identified in A;
  - C. (1) Explain any known or assumed problem-solving techniques used to handle the difficult times and (2) what/who was their support system.
4. Explain what you learned about your family that you did not know **AND** how that information could be useful to you or make a difference in your life.

\*Concept of the Akan people of Ghana.

### Assignment IV: Book Report (15% of final grade)

Select **ONE** (1) book about the Black experience in the United States. The book **MUST BE APPROVED BY THE CLASS PROFESSOR** before you begin this assignment. Use the following format for the report:

1. Complete bibliographic reference for the selected book using APA stye (see a sample in the textbook).
2. Identify time period(s) and location(s) covered in the book (e.g., early 1900’s; 1950’s and the South, Northeast, etc.).
3. Clearly identify the specific focus of the book and the main characters.



4. Which character(s) did you most admire? Why?
5. Which character(s) did you least admire? Why?
6. Identify and discuss the major social issues/problems addressed in the book.
7. Summarize the story in your own words.
8. Identify an issue related to **EACH** of the following: (1) loss and separation, (2) troubled intimate relations, and (3) social oppression.
9. Discuss how the lead character managed to cope with **EACH** of the issues identified in item number six (6),
10. Compare your life now with the main character's life. Identify the similarities and differences and other issues you found of interest.
11. Explain the reasons you would choose to recommend or not recommend the book to someone else.

#### Suggested Books

- Angelou, M. (1970). I know why the caged bird sings. New York: Random House, 1970.
- Baldwin, J. (1953). Go tell it on the mountain. New York: Knopf.
- Baldwin, J. (1964). The fire next time. New York: Dell Publishing Co.
- Brown, C. (1965). Manchild in the promised land. New York: Macmillan.
- Campbell, B. M. (1993). Your blues ain't like mine. New York: Ballantine Books.
- Cleaver, E. (1968). Soul on ice. New York: McGraw-Hill.
- Delany, S. & Delany, A. E. (1993). Having our Say. New York: Kodansha International.
- D'orso, M. (1996). Rosewood. New York: Boulevard Books.
- Ellison, R. (1953). Invisible man. London: Collins.
- Gaines, E. (1971). The autobiography of Miss Jane Pittman. New York: Bantam Books.
- Gaines, P. (1994). Laughing in the dark. New York: Crown.
- Golden, M. (1989). Long distance life. New York: Doubleday.
- Haley, A. (1992). Autobiography of Malcolm X. New York: Ballantine Books.

- Ladd, J. (1994). Out of the madness. New York: Warner Books.
- McCall, N. (1994). Makes me wanna holler. New York: Ballantine Books.
- Moody, A. (1968). Coming of age in Mississippi. New York: Dial Press.
- Mosley, W. (1995). RL's dream. New York: W. W. Norton.
- Naylor, G. (1982). The women of Brewster Place. New York: Viking Press.
- Taylor, M. (1976). Roll of thunder hear my cry. New York: Dial Press.
- Walker, A. (1976). Meridian. New York: Harcourt Brace Jovanich.
- Walker, A. (1992). The color purple. New York: Harcourt Brace Jovanich.
- Walker, M. (1999). Jubilee. Boston: Houghton Mifflin.
- West, D. (1995). The wedding. New York: Doubleday.
- Wright, R. (1989). Black boy. New York: Harper & Row.
- Wright, R. (1998). Native son. New York: Harper Perennial.

### References

- Allen-Meares P. & Burman, S. (1999). Cross-cultural therapeutic relationships: Entering the world of African Americans. Journal of Social Work Practice, 13, 49-57.
- Angelou, M. (1970). I know why the caged bird sings. New York: Random House, 1970.
- Baldwin, J. (1953). Go tell it on the mountain. New York: Knopf.
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- Carlton-LaNey, I. (1999). African American social work pioneers' response to need. Social Work, 44, 311-321.
- Cleaver, E. (1968). Soul on ice. New York: McGraw-Hill.
- Cummings, S. M., Neff, J. A., & Husaini, B. A. (2003). Functional impairment as a predictor of depressive symptomatology: The role of race, religiosity, and social support. Health & Social Work, 28, 23-32.

- Delany, S. & Delany, A. E. (1993). Having our Say. New York: Kodansha International.
- D'orso, M. (1996). Rosewood. New York: Boulevard Books.
- Ellison, R. (1953). Invisible man. London: Collins.
- Gaines, E. (1971). The autobiography of Miss Jane Pittman. New York: Bantam Books.
- Gaines, P. (1994). Laughing in the dark. New York: Crown.
- Golden, M. (1989). Long distance life. New York: Doubleday.
- Haley, A. (1992). Autobiography of Malcolm X. New York: Ballantine Books.
- Hernandez, S.H. (1995). Mutual aid societies. In Encyclopedia of social work (19th ed., Vol. 2, pp. 1741-1745). Washington, DC: National Association of Social Workers Press.
- Ladd, J. (1994). Out of the madness. New York: Warner Books.
- Leashore, B. R. (1995). African Americans overview. In Encyclopedia of social work (19th ed., Vol. 1, pp. 101-115). Washington, DC: National Association of Social Workers Press.
- Martin, E. P. & Martin, J. M. (1995). Social work and the Black experience. Washington, DC: National Association of Social Workers Press.
- Martin, E. P. & Martin, J. M. (2003). Spirituality and the Black helping tradition in social work. Washington, DC: National Association of Social Workers Press.
- McCall, N. (1994). Makes me wanna holler. New York: Ballantine Books.
- Mohai, P. (2003). African American concern for the environment. Environment, 45, 11-26.
- Moody, A. (1968). Coming of age in Mississippi. New York: Dial Press.
- Mosley, W. (1995). RL's dream. New York: W. W. Norton.
- Naylor, G. (1982). The women of Brewster Place. New York: Viking Press.
- Newlin, K., Knafl, K., Melkus, G. D. (2002). African-American spirituality: A concept analysis. Advances in Nursing Science, 25, 57-70/
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- Walker, A. (1976). Meridian. New York: Harcourt Brace Jovanich.
- Walker, A. (1992). The color purple. New York: Harcourt Brace Jovanich.
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- Weil, M. O. & Gamble, D. N. (1995). Community practice models. In Encyclopedia of social work (19th ed., Vol. 1, pp. 577 - 579). Washington, DC: National Association of Social Workers Press.
- West, D. (1995). The wedding. New York: Doubleday.
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B.S.W. Program  
School of Social Work  
Jackson State University

SW 436: Child Abuse and Neglect: Protective Services

Credit hours: 3

Prerequisite: None

Semester: Spring 2003

## **COURSE SYLLABUS**

### Course Description

This course exposes social work and other students to the types of child abuse and neglect, dynamics involved in the abuse of children, assessment and intervention processes, roles of other human service professionals, and models of prevention. The course provides students with an opportunity to explore their personal values, beliefs and attitudes about child abuse and neglect. The course content will be taught utilizing a multidisciplinary perspective.

### Rationale

Social work and other students planning to work with children and families should be aware of the dimensions of child abuse and neglect in order to identify suspected cases of child abuse and neglect and therefore report the suspected cases to the proper authority. Further, pre-service professionals will be expected to understand the dynamics of abuse and neglect in families and out-of-home care, and to be knowledgeable about investigative techniques, as well as models of intervention and prevention. This course provides the basis for such awareness and training.

### Course Objectives

The objectives of this course are to enable students to:

1. discuss the historical perspective of child abuse and neglect;
2. describe the magnitude of child abuse and neglect;
3. identify the causes of child abuse and neglect;
4. define the types of child abuse and neglect;
5. identify behavioral, physical and emotional indicators of child abuse and neglect;
6. discuss the consequences of abuse to the child and family;
7. identify the characteristics of perpetrators;
8. identify and accept their own feelings and attitudes about child abuse and neglect;

9. understand and discuss the potential influence of feelings and attitudes on appropriate responses to child abuse and neglect;
10. explain the state law and the process of reporting child abuse and neglect;
11. verbalize their role and responsibility to report suspected cases of child abuse and neglect;
12. list the steps in the investigation process in relation to their role in reporting suspected cases;
13. describe various treatment modalities for victims, perpetrators and families;
14. explain the concept of case management as related to coordination of services in child abuse and neglect;
15. discuss the function of the multidisciplinary team;
16. explain the roles of the team member;
17. identify selected models of risk assessment;
18. utilize child and family advocacy approaches including community resources; and
19. discuss and understand the role of education in prevention of child abuse and neglect.

### Methods of Presentation

This course utilizes a seminar format, including mini lectures, guest lecturers, and small group activities and discussions. Audiovisual materials and handouts will be used as a basis for class discussions.

### Course Requirements

#### A. Criteria for Grading

1. Examinations	30% of final grade
2. Term paper	20% of final grade
3. Two role plays (15% each)	30% of final grade
4. Class participation/discussion	20% of final grade

#### Grading scale:

90-100	A
80-89	B
70-79	C
60-69	D
below 60	F

#### B. Academic Honesty

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing - presenting another person's work as one's own, having another person write one's paper, making-up research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of social work values and ethics and University Policy which will entail appropriate penalties.

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### Special Learning Needs

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### Americans with Disability Act (ADA) Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans With Disability Act (ADA) Coordinator and Compliance Officer, P. O. Box 17999, Jackson, MS 39217, 601-979-2485 as early as possible in the term.

### Learning Resources

#### Textbook

Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed.). Boston: Allyn and Bacon.

### Unit I. Introduction and Dynamics of Child Abuse and Neglect

- A. Children as Property
- B. Child Labor
- C. Sexual Attitudes, Beliefs, Values, and Exploitation
- D. Incest Taboo
- E. Recent History of Helping the Abused and Neglected Child
- F. Child Protection Today

### Learning Objectives

Upon completion of Unit I, students are expected to be able to:

1. discuss historical and current views of how children should be treated;
2. discuss the influence of sexual attitudes and values in relation to views of how children should be treated; and
3. discuss intervention with abused and neglected children historically and currently.

### Required Reading



Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed., Chapter 1). Boston: Allyn and Bacon.

## Unit II. The Family: Roles, Responsibilities, and Rights

- A. Definition and Function of Family
- B. Family as a System
- C. Minority Family Systems
- D. Family Problems and Dysfunction
- E. Family and Child Maltreatment

### Learning Objectives

Upon completion of Unit II, students are expected to be able to:

1. define the term family;
2. discuss the family as a system;
3. discuss cultural factors that influence family systems;
4. explain the concept of family dysfunction; and
5. discuss the role of family in the maltreatment of children.

### Required Reading

Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed., Chapter 2). Boston: Allyn and Bacon.

## Unit III. Maltreatment and the Developing Child

- A. Developmental Stages
- B. Developmental Differences

### Learning Objectives

Upon completion of Unit III, students are expected to be able to:

1. describe stages and milestones of child development;
2. discuss the influence of neglect and abuse on child development; and
3. identify and discuss the factors that account for variations in the reported effects of abuse and neglect on children.

### Required Reading

Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed., Chapter 3). Boston: Allyn and Bacon.

**Unit IV. Types of Child Abuse and Neglect: Physical, Emotional and Behavioral Indicators and Characteristics of Abused and Neglected Children**

- A. Neglect
- B. Physical Abuse
- C. Sexual Abuse
- D. Incest
- E. Extrafamilial Sexual Abuse, Misuse, and Exploitation
- F. Emotional and Psychological Maltreatment

**Learning Objectives**

Upon completion of Unit IV, students are expected to be able to:

1. define and measure child neglect;
2. identify the causes of neglect;
3. identify the symptoms of neglect and the effects of neglect on children;
4. discuss the characteristics of neglectful parents;
5. identify and describe the causes and categories of physical abuse;
6. discuss the indicators of child physical abuse;
7. discuss the characteristics of abusive parents;
8. discuss the effects of domestic violence within the family;
9. define the concept of child sexual abuse and identify the types of child sexual abuse;
10. describe the progression of sexual abuse;
11. describe the incidence of child sexual abuse;
12. describe the characteristics of the sexually abused child;
13. describe the perpetrators of child sexual abuse;
14. differentiate the incestuous from the nonincestuous family;
15. identify family patterns and profiles of incestuous families;
16. describe various categories of extrafamilial sexual abuse, misuse, and exploitation;

17. define the concept of emotional and psychological maltreatment of children;
18. discuss the causes of emotional/psychological maltreatment; and
19. describe the characteristics of the emotionally maltreated child and emotionally abusive families.

### Required Readings

Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed., Chapters 4-9). Boston: Allyn and Bacon.

Burke, J., Chandy, J. et al. (1998). The parental environment cluster model of child neglect: An integrative conceptual model. Child welfare, 77, 389-405.

Dubowitz, H., Klockner, A., et al. (1998). Community and professional definitions of child neglect. Child maltreatment, 3, 235-244.

Famularo, R., Kinscherff, R., and Fenton, T. (1992). Parental substance abuse and the nature of child maltreatment. Child abuse and neglect, 16, 475-483.

Hamilton, C. E. & Browne, K. D. (1999). Recurrent maltreatment during childhood: A survey of referrals to police child protection units. Child maltreatment, 4, 275-286.

Margolin, L. (1992). Child abuse by mothers' boyfriends. Child abuse and neglect, 16, 541-555.

Margolin, L. (1991). Child sexual abuse by nonrelated caregivers. Child abuse and neglect, 15, 213-221.

Marshall, D. B. & English, D. J. Survival analysis of risk factors for recidivism in child abuse and neglect. Child maltreatment, 99, 287-296.

### Unit V: Assessment and Intervention

- A. Reporting and Investigating
- B. Case Management
- C. Legal Response
- D. Treatment
  1. Physical abuse and neglect
  2. Sexual abuse
  3. Foster care

### Learning Objectives

Upon completion of Unit V, students are expected to be able to:

1. explain the importance of cultural sensitivity in intervention in cases of child abuse and neglect;
2. describe the requirements for reporting suspected child abuse and neglect;
3. describe the process that follows when suspicions of child abuse and neglect are reported;
4. describe the process of investigating suspected child abuse and neglect and assessing risk to the child;
5. identify and describe skills used in interviewing adults and interviewing children in cases of suspected abuse or neglect;
6. discuss the needs of family and children with regard to case management;
7. describe the contributions of other professionals who are involved with reporting, assessment, and treatment of abused and neglected children and their families;
8. identify the legal rights of parents and children in relation to abuse and neglect;
9. describe the juvenile court process in relationship to abuse and neglect and the roles of the participants in that process;
10. discuss the advantages and disadvantages of juvenile court;
11. discuss the criminal court process and the impact of this process on children;
12. identify and discuss the issues involved in providing treatment in cases of physical abuse and neglect;
13. discuss treatment of physically abusive families, the abused child, the abusing parents, and the siblings;
14. discuss treatment of neglectful families;
15. discuss the issues and assumptions associated with treatment of the sexually abusive family;
16. identify and describe the models and methods of treatment of child sexual abuse;
17. discuss the treatment of family members in cases of child sexual abuse;
18. discuss the problems with, alternatives to, and therapeutic potential in foster care;

19. describe the roles of the natural parents and of the foster parents in relation to children placed in foster care; and
20. discuss the options of residential treatment and adoptive placement for children.

#### Required Readings

Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed., Chapters 10-15). Boston: Allyn and Bacon.

Barsky, A. (1999). Community involvement through child protection mediation. Child welfare, 78, 481-501.

Dore, M. M. & Lee, J. M. (1999). The role of parent training with abusive and neglectful parents. Family relations, 48, 313-325.

Rossi, P. H. (1999). Understanding decisions about child maltreatment. Evaluation review, 23, 579-598.

#### Suggested Reading

Scott Morey, S. (1999). AAP updates its guidelines for evaluation of sexual abuse. American family physician, 59, 2014-2015.

#### Unit VI. Social Work and the System

- A. Protective Service Workers
- B. Qualifications and Responsibilities
- C. Does the System Work?

#### Learning Objectives

Upon completion of Unit VI, students are expected to be able to:

1. discuss the qualifications and role of the protective social worker;
2. discuss the merits and problems associated with the child welfare system; and
3. describe the ways in which protective social workers can work most effectively within the child welfare system and with diverse populations.

#### Required Reading

Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed., Chapter 16). Boston: Allyn and Bacon.

#### Unit VII. Adults Abused as Children

- A. Society's Misconceptions
- B. Reasons for Adults' Disclosure
- C. Residual Effects of Child Abuse and Neglect
- D. Effects from the Neglecting Family
- E. Effects from the Physically Abusing Family
- F. Long-Term Effects of Domestic Violence
- G. Effects from Sexually Abusing Family
- H. Effects from Extrafamilial Abuse
- I. Resiliency
- J. Treatment for Adults Abused as Children

### Learning Objectives

Upon completion of Unit VII, students are expected to be able to:

- 1. discuss society's misconceptions concerning adults who were abused as children;
- 2. identify the reasons for adults disclosure of the abuse they experienced as children;
- 3. identify the effects on adult survivors of neglect, physical abuse, sexual abuse, and witnessing domestic violence;
- 4. discuss resiliency in relation to adult survivors of abuse and neglect; and
- 5. describe the treatment of adults survivors of abuse and neglect.

### Required Reading

Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed., Chapter 17). Boston: Allyn and Bacon.

## Unit VIII. Prevention of Child Abuse and Neglect

- A. Prevention Efforts in Schools
- B. Prevention Efforts with Families
- C. Prevention Efforts by Professionals
- F. Prevention Efforts within the Community and Nationally

### Learning Objectives

Upon completion of Unit VIII, students are expected to be able to:

- 1. define the concepts of primary prevention, secondary prevention, and tertiary prevention; and
- 2. discuss the variety of efforts that have been undertaken to prevent child abuse and neglect within the schools, families, community, and nationally.

### Required Reading

Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed., Chapter 18). Boston: Allyn and Bacon.

### Suggested Reading

Gelles, R. J. (1998). Child maltreatment prevention programs are still largely ineffective, after 30 years of research. Brown University child & adolescent behavior letter, 14, 1-3.

## Unit IX. Toward a Better Tomorrow

- A. Changes in the Helping System
- B. Changes in Society
- C. Facing the Future
- D. Research Needs

### Learning Objectives

Upon completion of Unit IX, students are expected to be able to:

1. discuss the problems associated with the social service system in its intervention with abusive and neglectful families as well as the changes needed in the system;
2. discuss societal changes that would contribute to a solution of the problems of child abuse and neglect; and
3. identify the research needs in relation to child abuse and neglect.

### Required Reading

Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed., Chapter 19). Boston: Allyn and Bacon.

## **Instructions for Term Paper**

Choose a topic related to some aspect of child abuse. As this paper is only 6-8 pages in length, you will need to narrow your focus. The topics may address characteristics of abusers or abused children; factors contributing to specific abusive behaviors; long-term consequences of specific types of abuse; correlation of specific types of abuse and overt behaviors (e.g., delinquency, promiscuity, drug use, etc.) or with internal aspects of the individual such as self-esteem, life-satisfaction, depression, locus of control, etc., or there are a wide variety of other topics related to child abuse that you may want to consider for your paper (a list of potential topics will be provided).

Include 6-8 references from professional journals (not magazines). Journals and abstracts are available through use of the Internet. Magnolia, Proquest, Psych Lit, Child Abuse, ERIC, or Medline links are all favorable sites on-line. **Note:** Do not copy from the article verbatim. This is plagiarism. Write concepts in your own words but give

credit to the author. Example: According to Smith and Wesson (2001) sexual abuse . . .  
 . (OR) Smith (2000) and Wesson (2001) observed that . . . (OR) A number of  
 researchers (Smith, 1999; Wesson, 2000; Barrel, 2001) have concluded . . .

Term papers should be written in APA format and include the following:

4. Cover sheet that includes course name, instructor's name, title of paper, date, and your name
5. Abstract – a paragraph describing briefly the contents of the paper (on a page itself)
6. Introduction – short narrative to tell the reader what you are about to discuss
7. Review of literature – this is the main body of the paper that should be 6-8 pages in length and should be divided into whatever major topics desired, separated by appropriate headings
8. Conclusion – *briefly summarizing the major findings and/or implications*
9. Reference sheet – APA format

Staple the paper in the upper left hand corner. No folders necessary.

Papers will be graded on content, writing style, and structure as well as spelling, punctuation, and APA format.

The paper may be turned in any time before the due date, however, unprepared, disorganized, and late papers will impact negatively on grade points.

Anyone having questions about the paper or experiencing difficulty in writing it should feel free to set up an appointment with the instructor to discuss your ideas and concerns regarding the paper.

### **Suggested Topics for the Paper**

The following are some suggestions you may want to consider for your paper. You could use a form of abuse as the predictor or correlate of a specific behavioral outcome.

The effects or relationship of physical, emotional, or sexual abuse or neglect on:

Self-esteem	Eating disorders
Delinquency	Depression
Suicidal ideation	Aggressive behavior
Domestic violence	Attachment
Substance abuse	Conduct disorder
Promiscuity	Sexual deviancy
Criminal activity	Gang membership

You could select a specific topic related to abuse and give an overview of it.

- Child abuse in out-of-home setting (day care, group home)
- Parenting styles and child abuse
- Pedophilia
- Incest
- Abuse in religious settings



- Abuse in medical settings
- Emotional abuse
- Overview of a specific type of neglect
- Munchausen Syndrome

You could select a specific situation and show how it contributes to or is related to child abuse.

- The effects of poverty on physical/emotional/sexual abuse
- The effects of religious orientation on abuse
- Comparison of racial differences and abuse
- The effects of war on children
- Cultural differences in perceptions or practice of abuse
- The relationship of family structure (two-parent vs. single parent) and child abuse

**Special Notice: Anyone taking this class may have unresolved issues related to your own childhood. The class may invoke unwanted memories, which may lead to anxiety and/or depression. There are counseling services available in this and surrounding communities. This is not a therapeutic class designed to help students cope with past abusive situations. If you are taking this class specifically to deal with such issues, you may want to reconsider.**

## References

- Barsky, A. (1999). Community involvement through child protection mediation. Child welfare, 78, 481-501.
- Burke, J., Chandy, J. et al. (1998). The parental environment cluster model of child neglect: An integrative conceptual model. Child welfare, 77, 389-405.
- Crosson-Tower, C. (2002). Understanding Child Abuse and Neglect (5<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Dore, M. M. & Lee, J. M. (1999). The role of parent training with abusive and neglectful parents. Family relations, 48, 313-325.
- Dubowitz, H., Klockner, A., et al. (1998). Community and professional definitions of child neglect. Child maltreatment, 3, 235-244.
- Famularo, R., Kinscherff, R., and Fenton, T. (1992). Parental substance abuse and the nature of child maltreatment. Child abuse and neglect, 16, 475-483.
- Gelles, R. J. (1998). Child maltreatment prevention programs are still largely ineffective, after 30 years of research. Brown University child & adolescent behavior letter, 14, 1-3.
- Hamilton, C. E. & Browne, K. D. (1999). Recurrent maltreatment during childhood: A survey of referrals to police child protection units. Child maltreatment, 4, 275-286.
- Margolin, L. (1992). Child abuse by mothers' boyfriends. Child abuse and neglect, 16, 541-555.
- Margolin, L. (1991). Child sexual abuse by nonrelated caregivers. Child abuse and neglect, 15, 213-221.
- Marshall, D. B. & English, D. J. Survival analysis of risk factors for recidivism in child abuse and neglect. Child maltreatment, 99, 287-296.
- Rossi, P. H. (1999). Understanding decisions about child maltreatment. Evaluation review, 23, 579-598.
- Scott Morey, S. (1999). AAP updates its guidelines for evaluation of sexual abuse. American family physician, 59, 2014-2015.

B.S.W. Program  
School of Social Work  
Jackson State University

SW 465: Professional Development and Licensure Preparation

Prerequisites: Permission of instructor; Restricted to social work majors only

Semester: Spring 2004

Instructor: Jean Brooks  
Office Location: Charles F. Moore Building, Room 113  
Office Hours: Monday, Tuesday, Thursday 2:00-6:00 p.m.  
Wednesday 1:00-5:00 p.m.  
E-mail: jean.e.brooks@jsums.edu  
Telephone: 979-2631

## **COURSE SYLLABUS**

### Course Description:

This course enhances and extends the student's knowledge of the social work process. It includes knowledge in the areas of practice, human behavior, policy, research, administration, cultural diversity and social work values and ethics.

### Rationale

This course is designed to reinforce the students' understanding of basic social work concepts. As students move into the practice of social work, they will be required to demonstrate an adequate understanding of social work to meet licensing requirements.

### Course Objectives:

After completion of this course, the student will be expected to be able to:

1. demonstrate an ability to recall, explain and apply social work concepts and theories;
2. utilize social work concepts and theories within the framework of social work values and ethics in the professional foundation areas;
3. analyze and synthesize their understanding of social work concepts and theories to creatively apply them to problems they will face in the practice of social work; and

4. evaluate which social work concepts and theories are most applicable in social work practice situations.

#### Methods of Instruction:

This course will be presented through a combination of assigned readings, lectures, class exercises and group discussions.

#### Course Requirements

##### A. Criteria for Determining Final Grades

Class participation	10% of final grade
Theories of human development	10% of final grade
Exercise in social work assessment	10% of final grade
Social work practice theories	10% of final grade
Key terms and concepts	15% of final grade
Examinations	45% of final grade
Quizzes	25%
Comprehensive examination	10%
Final examination	10%

#### Grading scale:

90-100	A
80-89	B
70-79	C
60-69	D
below 60	F

##### B. Academic Honesty

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing - presenting another person's work as one's own, having another person write one's paper, making-up research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of social work values and ethics and University Policy which will entail appropriate penalties.

##### C. Policy Regarding Course Incompletes

INCOMPLETE is the designation used to indicate failure to complete assignments, or other course work including final or other examinations, by the end of the term in which the student is enrolled. The grade of "I" (Incomplete) is recorded when the student has not completed the course for some unavoidable reason that is acceptable by the instructor. An incomplete grade (I) is to be considered only when the majority of the course requirements and assignments have been successfully completed and there is a documented crisis situation of illness, accident, or other occurrence which prevents a

student from completing the remaining requirements before the school term ends. The student must make up the deficiency within the first three weeks of the next term in which he/she is enrolled. The deficiency must be removed and the grade changed by the instructor within the first six weeks of the next school term in which he/she is enrolled. When the student is not enrolled at JSU, the deficiency must be corrected within one calendar year from the date the grade of "I" was given.

The instructor is required to indicate on the grade sheet the grade the student should receive if the incomplete is not removed within the prescribed time period. If the student fails to complete the course requirements satisfactorily within the specified time, the alternate grade will be recorded as the grade of record.

#### D. Class Attendance Policy

Students at Jackson State University must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of all students in all scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that, **EVEN WITH AN OFFICIAL EXCUSE OF ABSENCE, THEY (STUDENTS) ARE RESPONSIBLE FOR THE WORK REQUIRED DURING THEIR ABSENCE.**

Students may be officially excused from class for attendance at University approved functions, provided the sponsor properly executes a Student Affairs Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their School or the Vice President for Academic Affairs for certain campus activities. Students must submit written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face serious consequences. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next unexcused absence to the Dean of University College for freshmen and sophomores and to the school dean and department chair for juniors and seniors. The dean/chair or designee will counsel with the student and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counsel or with the assignments, the instructor may impose a grade penalty on the student. Unexcused absences that exceed the equivalency of six 50-minute sessions may lead to an "F" for the course. Students who do not maintain the minimum grade point average required for retention over two semesters are suspended from the University.

At the discretion of the school dean and with approval of the Office of Academic Affairs, there may be additional class attendance policies stipulated in school handbooks and other official school documents.

### Special Learning Needs

Any student who desires accommodations for special learning needs should discuss this with the course instructor by the second week of class.

### Americans with Disability Act (ADA) Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans With Disability Act (ADA) Coordinator and Compliance Officer, P. O. Box 17999, Jackson, MS 39217, 601-979-2485 as early as possible in the term.

### Diversity Statement

Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

### Learning Resources

#### Required Textbook

American Association of State Social Work Boards (1998). *Basic study guide* (3<sup>rd</sup> ed.). Culpeper, VA: American Association of State Social Work Boards.

National Association of Social Workers (1999). *Code of ethics*. Washington, D. C.: NASW Press.

#### Recommended Textbooks

Barker, R. L. (1998). *The social work dictionary* (4<sup>th</sup> ed.). Washington, D.C.: NASW Press.

Edwards, R. L. (1995). *Encyclopedia of social work* (19<sup>th</sup> ed.). Washington, D.C.: National Association of Social Workers.

Social Work Examination Services, Inc. (2002). *Examination review program for the basic social work license*. Brookline, MA: Author.

#### Supplemental Textbooks

- Brill, N.I. (1995). *Working with people: The helping process* (5th ed.). White Plains: Longman.
- Cournoyer, B. (2000). *The social work skills workbook* (3rd ed.). Belmont, CA: Wadsworth Publishing Company.
- Devore, W. & Schlesinger, G. (1995). *Ethnic-sensitive social work practice* (4<sup>th</sup> ed.). New York: Macmillan.
- Jansson, B. S. (1999). *Becoming an effective policy advocate: From policy practice to social justice* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.
- Johnson, L.C. (1998). *Social work practice: A generalist approach*. (6th ed.). Boston: Allyn and Bacon, Inc.
- Meyer, C.H. & Mattaini, M.S. (eds.). (1995). *The foundations of social work practice*. Washington, D.C.: NASW Press.
- Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). *Generalist social work practice: An empowering approach* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Morales, A. & Sheafor, B. (1998). *Social work: A profession of many faces* (8<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Norlin, J. M. & Chess, W. A. (1997). *Human behavior and the social environment: A social systems model* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.
- Reamer, F. G. (1998). *Ethical standards in social work*. Washington, D.C.: NASW Press.
- Whitaker, W. H., & Federico, R. C. (1996). *Social welfare in today's world* (2nd ed.). New York: McGraw-Hill.
- Yegidis, B. L., Weinbach, R. W., & Morrison-Rodriguez, B. (1999). *Research methods for social workers* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
- Zastrow, C. & Kirst-Ashman, K. K. (1997). *Understanding human behavior and the social environment* (4th ed.). Chicago: Nelson-Hall Publishers.

#### Unit I. Human Development and Behavior

- A. Theoretical approaches to understanding individuals, families, and groups
- B. Human growth and development
- C. Human behavior in the social environment

- D. Impact of crises and changes
- E. Abnormal and addictive behaviors
- F. Dynamics of abuse and neglect

### Learning Objectives

Upon completion of Unit I, students are expected to be able to:

1. define, recognize and appropriately apply key terms and concepts associated with human behavior and the social environment;
2. describe, recognize and apply major theories associated with human behavior and the social environment;
3. describe and recognize the influence of substance abuse on human behavior; and
4. discuss the dynamics of abuse and neglect.

### Required Readings

Germain, C.B., & Gitterman, A. Ecological perspective. (1995). In R. L. Edwards et al. (Eds.), *Encyclopedia of social work* (19th ed., pp. 816-824). Washington, D. C.: National Association of Social Workers.

Norlin, J. M. & Chess, W. A. (1997). *Human behavior and the social environment: A social systems model* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Zastrow, C. & Kirst-Ashman, K. K. (1997). *Understanding human behavior and the social environment* (4th ed.). Chicago: Nelson-Hall Publishers.

### Suggested Readings

Ashford, J. B., Lecroy, C.W., & Lortie, K. L. (1997). *Human behavior in the social environment: A multidimensional perspective*. Pacific Grove, California: Brooks/Cole Publishing Company.

Berger, R. L., McBreen, J. T., & Ritkin, M. J. (1996). *Human behavior: A perspective for the helping professions* (4th ed.). New York: Longman.

Longres, J. F. (1995). *Human behavior in the social environment* (2nd ed.). Itasca, IL: F. E. Peacock Publishers, Inc.

Newman, B. M., & Newman, P. R. (1995). *Development through life: A psychosocial approach* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.



Schraver, J. M. (1995). *Human behavior and the social environment*. Boston: Allyn and Bacon.

## Unit II. Effects of Diversity

- A. Issues related to social work practice
- B. Worker client relationships
- C. Impact on human behavior in the social environment
- D. Special techniques and methods of intervention

### Learning Objectives

Upon completion of Unit II, students are expected to be able to:

1. identify and describe the characteristics of diverse population groups;
2. discuss how human diversity affects people and the relationships among people;
3. discuss how human diversity influences the worker-client relationship and the social work helping process; and
4. identify and describe techniques of intervention that are particularly effective when working with diverse population groups.

### Required Readings

Devore, W. & Schlesinger, G. (1995). *Ethnic sensitive social work practice* (4th ed.). New York: Merrill Publishing Company.

### Suggested Readings

Ambusher, G. & Matsuoka, J. K. (1997). Help-seeking among Asian and Pacific Americans: A multiperspective analysis. *Social Work*, 42, 176-186.

Bausch, R. S. & Serpe, R. T. (1997). Negative outcomes of interethnic adoption of Mexican American children. *Social Work*, 42, 136-143.

Collins, P.M, Kamya, H. A. & Tourse, R.W. (1997). Questions of racial diversity and mentorship: An empirical exploration. *Social Work*, 42, 145-152.

Ewalt, P. L., Freeman, E. M., Kirk, S. A., & Poole, D. L. (1996). *Multicultural issues in social work*. Washington, D. C.: NASW Press.

Jacobs, C., & Bowles, D. D. (eds.). (1998). *Ethnicity and race: Critical concepts in social work*. Silver Spring, MD: National Association of Social Workers.

Kamya, H. A. (1997). African immigrants in the United States: The challenge for research and practice. *Social Work*, 42, 154-165.

Lum, D. (1995). *Social work practice and people of color* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Mackelprang, R. W. & Salsgiver, R. O. (1997). People with disabilities and social work: Historical and contemporary issues. *Social Work*, 41, pp. 7-14.

Pedersen P., & al. (Eds.). (1995). *Counseling across cultures* (4<sup>th</sup> ed.). Honolulu, HI: University of Hawaii Press.

Rothenberg, P. (Ed.). (1995). *Race, class and gender in the United States: An integrated study* (3<sup>rd</sup> ed.). New York: St. Martin's Press.

Yamashiro, G. & Matsuoka, J. K. (1997). Help-seeking among Asian and Pacific Americans: A multiperspective analysis. *Social Work*, 42, 176-186.

### Unit III. Assessment in Social Work Practice

- A. Social history and collateral data
- B. Use of assessment instruments
- C. Problem identification
- D. Effects of the environment on client behavior
- E. Assessment of client strengths and weaknesses
- F. Assessment of mental and behavioral disorders
- G. Indicators of abuse and neglect

### Learning Objectives

Upon completion of Unit III, students are expected to be able to:

1. identify and prioritize the information needed when making assessments in social work practice;
2. identify and describe instruments used in the assessment process;
3. assess the impact of the social environment on human behavior;
4. use the DSM-IV in making assessments of mental and behavioral disorders;

5. define, recognize and appropriately apply key terms and concepts associated with assessment in social work practice; and
6. use the assessment process to identify occurrences of abuse and neglect.

### Required Readings

Johnson, L. C. (1998). *Social work practice: A generalist approach* (6th ed.). Boston: Allyn and Bacon.

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, D.C.: Author.

Meyer, C. H. (1995). Assessment. In R. L. Edwards et al., (Eds.), *Encyclopedia of social work* (19th ed., pp. 260-270). Washington, D. C.: National Association of Social Workers.

### Suggested Readings

Hepworth, D.H., Rooney, R. H., & Larsen, J. A. (1997). *Direct social work practice: Theory and skills* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Saleebey, D. (ed.), (1997). *The strengths perspective in social work practice* (2nd ed.). New York: Longman.

## Unit IV. Social Work Practice with Individuals, Couples, Families, Groups, and Communities

- A. Theoretical approaches and models of practice
- B. The intervention process
- C. Components of the intervention process
- D. Matching intervention with client needs
- E. Intervention techniques
- F. Intervention with couples, families, and groups
- G. Intervention with communities
- H. Professional use of self
- I. Use of collaborative relationships in social work practice

### Learning Objectives

Upon completion of Unit IV, students are expected to be able to:

1. define, discuss, and appropriately apply key terms and concepts associated with social work practice;
2. recognize and apply major concepts associated with a variety of social work practice theories;
3. identify and select appropriate intervention strategies when working with individuals, couples, families, groups, organizations and communities;
4. describe the behaviors associated with the professional use of self; and
5. discuss the use of collaborative relationships in social work practice.

### Required Readings

- Devore, W., & Schlesinger, E.G. (1995). *Ethnic-sensitive social work practice* (4th ed.). New York: Merrill.
- Hepworth, D.H., Rooney, R. H., & Larsen, J. A. (1997). *Direct social work practice: Theory and skills* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Johnson, L.C. (1998). *Social work practice: A Generalist approach* (6th ed.). Boston: Allyn and Bacon.
- Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). *Generalist social work practice: An empowering approach* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

### Suggested Readings

- Anderson, J. (1997). *Social work with groups: A process model*. New York: Longman.
- Brueggemann, W. G. (1996). *The practice of macro social work*. Chicago: Nelson-Hall Publishers.
- Compton, B. R. and Galaway, B. (1999). *Social work processes* (6th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Fellin, P. (1995). *The community and social work*. Itasca, IL: Peacock Publishing.
- Gambrill, E. D. (1997). *Social work practice: A critical thinker's guide*. New York: Oxford University Press.
- Janzen, C., & Harris, O. (1997). *Family treatment in social work practice* (3<sup>rd</sup> ed.). Itasca, IL: F. E. Peacock Publishers, Inc.

- Kirst-Ashman, K. K., & Hull, G. H. (1997). *Generalist practice with organizations and communities*. Chicago: Nelson-Hall Publishers.
- Lum D. (1996). *Social work practice and people of color: A process-stage approach* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Rivera, F. G., & Erlich, J. L. (1995). *Community organizing in a diverse society*. Boston: Allyn & Bacon.
- Rothman, J. et al. (1995). *Strategies of community intervention* (5th ed.). Itasca, IL: F. E. Peacock Publishers.
- Shulman, L. (1999). *The skills of helping individuals, families, groups, and communities* (4<sup>th</sup> ed.). Itasca, IL: F. E. Peacock Publishers.
- Toseland, R. W., & Rivas, R. F. (1997). *An introduction to group work practice*. Boston, MA: Allyn & Bacon.
- Turner, F. J. (1996). *Social work treatment* (4<sup>th</sup> ed.). New York: The Free Press.

#### Unit V. Interpersonal Communication

- A. Theories and principles of communication
- B. Techniques of communicating

#### Learning Objectives

Upon completion of Unit V, students are expected to be able to:

1. identify, define and recognize various terms and concepts associated with communication; and
2. identify and describe the theories and techniques of communicating.

#### Required Readings

- Cournoyer, B. (2000). *The social work skills workbook* (3rd ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- De Jong, P., and Miller, S.D. (1995). How to interview for client strengths. *Social Work*, 40, pp. 729-736.
- Kadushin, A. (1995) Interviewing. In R. L. Edwards et al., (Eds.), *Encyclopedia of social*

work (19th edition, Vol 2, pp.1527-1537). Silver Spring, MD: National Association of Social Workers.

### Suggested Readings

Compton, B. R. & Galaway, B. (Eds.) (1999). *Social work processes* (6th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Cormier, L. S., and Cormier, W. H. (1998). *Interviewing strategies for helpers* (4th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Hepworth, D.H., Rooney, R. H., & Larsen, J.A. (1997). *Direct social work practice: Theory and skills* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Murphy, B. C., & Dillon, C. (1998). *Interviewing in action: Process and practice*. Pacific Grove, CA: Brooks/Cole Publishing Company.

### Unit VI. Professional Social Worker/Client Relationship

- A. Relationship concepts
- B. Relationship practice

### Learning Objectives

Upon completion of Unit VI, students are expected to be able to:

1. identify and describe the major concepts associated with the professional social worker/client relationship; and
2. identify appropriate behaviors on the part of the social worker in the professional social worker/client relationship.

### Required Readings

Johnson, L.C. (1998). *Social work practice: A generalist approach* (6th ed.). Boston: Allyn and Bacon.

Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). *Generalist social work practice: An empowering approach* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

### Suggested Readings

Compton, B. R. & Galaway, B. (Eds.) (1999). *Social work processes* (6th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Hepworth, D. H., Rooney, R. H., & Larsen, J.A. (1997). *Direct social work practice: Theory and skills* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Murphy, B. C., & Dillon, C. (1998). *Interviewing in action: Process and practice*. Pacific Grove, CA: Brooks/Cole Publishing Company.

## Unit VII. Professional Values and Ethics

- A. Responsibility to the client
- B. Responsibility to the profession
- C. Confidentiality
- D. Self-determination

### Learning Objectives

Upon completion of Unit VII, students are expected to be able to:

1. distinguish between the concepts of values and ethics;
2. identify, discuss and appropriately apply the values and ethics of the social work profession; and
3. exercise professional judgement in resolving ethical dilemmas.

### Required Readings

National Association of Social Workers (1999). *Code of ethics*. Washington, D.C.: Author.

Reamer, F. G. (1998). *Ethical standards in social work*. Washington, D.C.: NASW Press.

### Suggested Readings

Jayaratne, S., Croxton, T. & Mattison, D. (1997). Social work professional standards: An exploratory study. *Social Work*, 42, 187-198.

Lowenberg, F.M. and Dolgoff, T. (2000). *Ethical decisions for social work practice* (6th ed). Itasca, IL: F.E. Peacock Publishers, Inc.

## Unit VIII. Supervision in Social Work

- A. Educational functions of supervision
- B. Administrative functions of supervision

### Learning Objectives

Upon completion of Unit VIII, students are expected to be able to:

1. identify the functions of supervision;
2. identify and describe appropriate supervisory behaviors.

### Required Readings

Kadushin, A. (1992). *Supervision in social work* (3<sup>rd</sup> ed.). New York: Columbia University Press.

Shulman, L. (1994). *Interactional social work supervision*. Washington, D. C.: National Association of Social Workers.

## Unit IX. Practice Evaluation and the Utilization of Research

- A. Methods of data collection
- B. Research design and data analysis

### Learning Objectives

Upon completion of Unit IX, students are expected to be able to:

1. define key terms associated with practice evaluation and the utilization of research;
2. distinguish between various research designs;
3. identify independent and dependent variables in research summaries; and
4. describe and distinguish between various statistical procedures used in the research process.

### Required Readings

Blythe, B.J. Single system design (1995). In Edwards, R.L. et al (Eds.). *Encyclopedia of social work* (19th ed., pp. 2164-2168). Washington, D.C.: National Association of Social Workers.



MacEachron, A. E. Experimental and quasi-experimental design (1995). In Edwards, R. L. et al (Eds.). *Encyclopedia of social work* (19th ed., pp. 909-916). Washington, D.C.: National Association of Social Workers.

Rathbone-McCuan, E. Agency based research (1995). In Edwards, R.L. et al. (Eds.). *Encyclopedia of social work* (19th ed., pp. 136-142). Washington, D. C.: National Association of Social Workers.

Seide, F.W. Program evaluation (1995). In Edwards, R.L. et al (Eds.). *Encyclopedia of social work* (19th ed., pp. 1927-1932). Washington, D.C.: National Association of Social Workers.

Yegidis, B. L., Weinbach, R. W., & Morrison-Rodriguez, B. (1999). *Research methods for social workers* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.

### Suggested Readings

Bloom, M., Fischer, J., & Orme, J. (1995). *Evaluating practice: Guidelines for the accountable professional* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.

Rubin, A., & Babbie, E. (1997). *Research methods for social work* (3<sup>rd</sup> ed.). Pacific Grove, CA: Books/Cole.

Weinbach, R. W., & Grinnell, R. M., Jr. (1995). *Statistics for social workers* (3<sup>rd</sup> ed.). New York: Longman.

### Unit X. Service Delivery

- A. Client rights and entitlement
- B. Implementation of organizational policies and procedures

### Learning Objectives

Upon completion of Unit X, students are expected to be able to:

1. identify and describe the major social welfare programs and services available within the United States;
2. identify and discuss major laws and court decisions that affect the provision of social welfare services within the United States;
3. identify client rights in the provision of social welfare services; and
4. discuss how organizational policies and procedures influence the provision of social welfare services.

### Required Reading

Jansson, B. S. (1999). *Becoming an effective policy advocate: From policy practice to social justice* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

### Suggested Readings

Dinitto, D. M. (1995). *Social welfare politics and public policy*. Englewood Cliffs, N.J.: Prentice-Hall.

Haynes, K. S., & Mickelson, J. S. (1997). *Affecting change: Social workers in the political arena* (3<sup>rd</sup> ed.). New York: Longman.

### Unit XI. Social Work Administration

- A. Staffing and human resource management
- B. Social work program management

### Learning Objectives

Upon completion of Unit XI, students are expected to be able to:

1. identify and discuss issues associated with managing personnel of social service organizations; and
2. identify and discuss issues associated with the management of social welfare programs.

### Required Readings

Skidmore, R. A. (1995). *Social work administration, dynamic management and human relations* (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn & Bacon.

Weinbach, R. W. (1994). *The social worker as manager: Theory and practice* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.

### **Theories of Human Development**

Students are expected to prepare a chart comparing selected theories of human development as they impact various stages of the life cycle. The theories to be compared are Erikson's stages of development, Freud's stages of psychosexual development,

Piaget's stages of cognitive development, Kohlberg's stages of moral development, and Fowler's stages of faith development. For each theory, the chart should include the stage of development and the age(s) at which this stage of development is expected. The chart should be accompanied by a description of the changes associated with each stage of development. This assignment must be handwritten, with neat and legible printing.

### **Exercise in Social Work Assessment**

Students will be given an exercise that will require determining an assessment in response to five case scenarios. The case scenarios will be provided separately from this outline. This assignment must be handwritten, with neat and legible printing.

### **Social Work Practice Theories**

Students will be asked to provide the following information regarding each of four specific social work practice theories:

1. Identify the person(s) most closely associated with the development of the theory.
2. Identify the system level (unit of attention) addressed by this theory.
3. Identify and discuss the major factors considered during the assessment process by social workers using this theoretical approach.
4. Describe the intervention process practiced by social workers using this theoretical approach.
5. Identify and define the major terms and concepts associated with this approach.

Students are to select four theories from the following list:

Behavioral (sociobehavioral or social learning) theory  
Cognitive-behavioral theory  
Communication (Communicative-Interactive) theory  
Development theory  
Ecological (life model) approach  
Ethnic sensitive perspective  
Existential theory  
Family structural therapy  
Feminist practice  
Functional approach

Gestalt theory  
Integrative model  
Locality development model  
Mediating model  
Organizational (remedial-group) theory  
Problem solving model  
Psychosocial approach  
Reality therapy  
Social action model  
Social planning model  
Strategic family therapy  
Strengths perspective  
Task-centered model

Students are expected to document the source(s) of all information provided in this assignment according to the guidelines of the American Psychological Association and provide a bibliography of these sources. This assignment must be typed, double-spaced, and stapled in the upper left-hand corner.

### **Key Terms and Concepts**

Students will be expected to provide definitions and examples of several key terms and concepts throughout the semester. A specific list of specific key terms and concepts will be provided separately from this outline. This assignment must be handwritten.

### **References**

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- American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed., pp. 13-24). Washington, D.C.: Author.
- Anderson, J. (1997). *Social work with groups: A process model*. New York: Longman.
- Ashford, J. B., Lecroy, C.W., & Lortie, K. L. (1997). *Human behavior in the social environment: A multidimensional perspective*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Barker, R. L. (1998). *The social work dictionary* (4th ed.). Washington, D.C.: NASW

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Berger, R. L., McBreen, J. T., & Rifkin, M. J. (1996). *Human behavior: A perspective for the helping professions* (4th ed.). New York: Longman.

Bloom, M., Fischer, J., & Orme, J. (1995). *Evaluating practice: Guidelines for the accountable professional* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.

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Collins, P. M, Kanya, H. A. & Tours, W. (1997). Questions of racial diversity and mentorship: An empirical exploration. *Social Work*, 42, 145-152.

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Cournoyer, B. (2000). *The social work skills workbook* (3rd ed.). Belmont, CA: Wadsworth Publishing Company.

De Jong, P., and Miller, S.D. (1995). How to interview for client strengths. *Social Work*, 40, pp. 729-736.

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Dinitto, D. M. (1995). *Social welfare politics and public policy*. Englewood Cliffs, N.J.: Prentice-Hall.

Edwards, R. L. et al. (1995). *Encyclopedia of social work* (19<sup>th</sup> ed.). Washington, D.C.: National Association of Social Workers.

Ewalt, P. L., Freeman, E. M., Kirk, S. A., & Poole, D. L. (1996). *Multicultural issues in social work*. Washington, D.C.: NASW Press.

Fellin, P. (1995). *The community and social work*. Itasca, IL: Peacock Publishing.

- Gambrill, E. D. (1997). *Social work practice: A critical thinker's guide*. New York: Oxford University Press.
- Haynes, K. S., & Mickelson, J. S. (1997). *Affecting change: Social workers in the political arena* (3<sup>rd</sup> ed.). New York: Longman.
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- Jacobs, C., & Bowles, D. D. (eds.). (1998). *Ethnicity and race: Critical concepts in social work*. Silver Spring, MD: National Association of Social Workers.
- Jansson, B. S. (1999). *Becoming an effective policy advocate: From policy practice to social justice* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.
- Janzen, C., & Harris, O. (1997). *Family treatment in social work practice* (3<sup>rd</sup> ed.). Itasca, IL: F. E. Peacock Publishers, Inc.
- Jayaratne, S., Croxton, T. & Mattison, D. (1997). Social work professional standards: An exploratory study. *Social Work*, 42, 187-198.
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- Kadushin, A. (1992). *Supervision in social work* (3<sup>rd</sup> ed.). New York: Columbia University Press.
- Kamya, H. A. (1997). African immigrants in the United States: The challenge for research and practice, *Social Work*, 42, 154-165.
- Kirst-Ashman, K. K., & Hull, G. H. (1997). *Generalist practice with organizations and communities*. Chicago: Nelson-Hall Publishers.
- Loewenberg, F., & Dolgoff, R. (2000). *Ethical decisions for social work practice* (6th ed). Itasca, IL: F.E. Peacock Publishers, Inc.
- Longres, J. F. (1995). *Human behavior in the social environment* (2nd ed.). Itasca, IL: F.E. Peacock Publishers, Inc.
- Lum, D. (1995). *Social work practice and people of color* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Mackelprang, R. W. & Salsgiver, R. (1997). People with disabilities and social work: Historical and contemporary issues. *Social Work*, 41, 7-14.

- Meyer, C.H. & Mattaini, M.S. (eds.). (1995). *The foundations of social work practice*. Washington, D.C.: NASW Press.
- Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). *Generalist social work practice: An empowering approach* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Morales, A. & Sheafor, B. (1998). *Social work: A profession of many faces* (8<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Murphy, B. C., & Dillon, C. (1998). *Interviewing in action: Process and practice*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- National Association of Social Workers (1999). *Code of ethics*. Washington, D. C.: NASW Press.
- Newman, B. M., & Newman, P. R. (1995). *Development through life: A psychosocial approach* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Norlin, J. M. & Chess, W. A. (1997). *Human behavior and the social environment: A social systems model* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.
- Pedersen P., & al. (Eds.). (1995). *Counseling across cultures* (4<sup>th</sup> ed.). Honolulu, HI: University of Hawaii Press.
- Reamer, F. G. (1998). *Ethical standards in social work*. Washington, D.C.: NASW Press.
- Rivera, F. G., & Erlich, J. L. (1995). *Community organizing in a diverse society*. Boston: Allyn & Bacon.
- Rothenberg, P. (Ed.). (1995). *Race, class and gender in the United States: An integrated study* (3<sup>rd</sup> ed.). New York: St. Martin's Press.
- Rothman, J. & al. (1995). *Strategies of community intervention* (5<sup>th</sup> ed.). Itasca, IL: F. E. Peacock Publishers.
- Rubin, A., & Babbie, E. (1997). *Research methods for social work* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Saleebey, D. (Ed.), (1997). *The strengths perspective in social work practice* (2<sup>nd</sup> ed.). New York: Longman.
- Schrivers, J. M. (1995). *Human behavior and the social environment*. Boston: Allyn and Bacon.

- Shulman, L. (1999). *The skills of helping individuals, families, groups, and communities* (4<sup>th</sup> ed.). Itasca, IL: F. E. Peacock Publishers.
- Shulman, L. (1994). *Interactional social work supervision*. Washington, D. C.: National Association of Social Workers.
- Skidmore, R. A. (1995). *Social work administration, dynamic management and human relations* (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn & Bacon.
- Toseland, R. W., & Rivas, R. F. (1997). *An introduction to group work practice*. Boston, MA: Allyn & Bacon.
- Turner, F. J. (1996). *Social work treatment* (4<sup>th</sup> ed.). New York: The Free Press.
- Weinbach, R. W. (1994). *The social worker as manager: Theory and practice* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.
- Weinbach, R. W., & Grinnell, R. M., Jr. (1995). *Statistics for social workers* (3<sup>rd</sup> ed.). New York: Longman.
- Whitaker, W. H. and Federico, R. C. (1996). *Social welfare in today's world* (2nd ed.). New York: McGraw-Hill.
- Yamashiro, G. & Matsuoka, J. K. (1997). Help-seeking among Asian and Pacific Americans: A multiperspective analysis. *Social work*, 42, 176-186.
- Yegidis, B. L., Weinbach, R. W., & Morrison-Rodriguez, B. (1999). *Research methods for social workers* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
- Zastrow, C. & Kirst-Ashman, K. K. (1997). *Understanding human behavior and the social environment* (4th ed.). Chicago: Nelson-Hall Publishers.



# CHILD WELFARE TRAINING PROJECT

*Funded by the U.S. Department of Health and Human Services, Children's Bureau*  
**JACKSON STATE UNIVERSITY • SCHOOL OF SOCIAL WORK**  
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April 23, 2004

Ms. Marva P. Benjamin, ACSW  
Child Welfare Program Specialist  
Administration on Children, Youth and Families  
330 C Street, SW  
Switzer Building, Room 2412  
Washington, DC 20447

Dear Ms. Benjamin:

I apologize for the delay in getting the sixth-sixth month and final reports to your office. We realize that the contract is over and there was no extension of the relatively small sum that the program office at JSU assessed was unspent. We wish to express our deep appreciation for your assistance during the duration of the grant and we are extremely pleased for the opportunity to develop a very positive working relationship with the Mississippi Department of Human Services and the School of Social Work. The opportunity to train 26 students, 6 more than we planned in the original grant was especially gratifying. We hope to continue our collaboration well into the future through additional Child Welfare grants and other joint ventures in the best interests of children and families in our state. Again, thank you and others at the program office at the Children's Bureau for your patient and generous assistance throughout the grant period.

Sincerely,

  
Gwendolyn Spencer Prater, Project Director

6/17/05 - *Clearing house*